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Application of Scientific Approach using Clustering and Fast Writing Techniques to Improve Folklore into Short Stories

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Abstract

This study aimed to describe the increase of the ability to develop folklore into short stories through a scientific approach with clustering and fast writing technique of students class X MIPA 1 at SMA Negeri 1 Watansoppeng. The approach in this study was qualitative. After conducting research using two cycles in the application of scientific approach with clustering and fast writing techniques, it was found that the application of the scientific approach with clustering and fast writing techniques for students in SMA Negeri 1 Watansoppeng could improve student learning outcomes in the material development of folktales into short stories.

Keywords: folklore, scientific, clustering, fast writing

A. Introduction

Literary writing activity is a manifestation of the latest literary ability mastered by students after the ability to listen, speak, and read. Compared to the other three literary abilities, the ability to write literature is more difficult to master. This is caused by the ability to write using various linguistic elements that will make the contents of the writing good. Both the language element and the content element must be intertwined in such a way as to produce a coherent and coherent writing.

Based on the opinion above, the reality on the ground shows that learning to write has not reached the desired goal. Initial observations made at high school were studied, learning to write in general and developing folklore into short stories, in particular, emphasized more on individual learning, without using certain techniques. narrative essay that depicts an event that concerns the soul and life issues of the writer or someone else. To pour experience into writing in the form of short stories requires thinking activities. Writing is an activity to express thoughts of various experiences with others also requires reasoning, as is the case with writing activities. To further optimize the success of learning to develop folklore into a short story, then in practice it will use a scientific approach, one application of a scientific approach is to use clustering models and fast writing. Clustering and fast writing techniques aim to stimulate ideas

in an actual writing project, this causes researchers to be interested in verifying to reveal learning to develop folklore into short stories through the application of a more scientific approach to clustering and fast writing techniques with the title "Application of a scientific approach to the Cluster technique and Fast writing to Improve the Ability to Develop Folklore into Short Stories of Students in High School.

B. Literature Review

Research related to the scientific approach by Kusniarti et al. with the research title Application of Scientific Approach in Text-Based Indonesian Language Learning in Class VIII of SMP Muhammadiyah 4 Malang. From the conclusion of this research, it is said that the process of applying the scientific approach to learning Indonesian in class VIII runs according to the plan prepared by the teacher, and the teacher can assess directly the learning that is applied in the classroom.

C. Methodology

1. Type of Research

This research includes Classroom Action Research (CAR). Classroom action research comes from the English term Classroom action research, which means research conducted in a class to find out the effects of actions applied to a class of research subjects

2. Research objects

This research was conducted in Class X MIPA-1 even semester semester 2018/2019 at SMA Negeri 1 Watansoppeng. The subjects in this study were 34 students of MIPA-1.

3. Data collection techniques

Data collection techniques are a way to collect data related to this research. The techniques used are test and non-test techniques. The test technique is used to determine students' skills in developing folklore into short stories. Non-test techniques are used to determine students' responses to learning to develop folklore into short stories using clustering and fastwriting techniques.

4. Test and Non-Test Data Analysis Techniques

The data collected is in the form of data from observations, interviews, journals, and photo documentation about the learning process of developing folklore into short stories using clustering and fastwriting techniques, as well as students' writing. The data is reduced based on the problem under investigation, followed by the presentation of the data, and finally the conclusion or verification.

C. Findings and Discussion

The results of the ability test to develop folklore into a short story through the application of a scientific approach to clustering and fast writing techniques at the pre-cycle stage have not been satisfactory, so action needs to be taken to solve the learning problems experienced by students of class X MIPA-1 of SMA Negeri 1 Watansoppeng. In the first cycle, the action taken by the researcher is to provide learning to develop folklore into a short story through the application of a scientific approach to clustering and fast writing techniques. The actions taken in this cycle aim to increase students' interest in writing short stories with a scientific approach. Following are the results of tests of the ability to develop folklore into short stories through the application of a scientific approach to clustering and fast writing techniques.

Step	Average scores /Category	Frequencies					Distribution % (persentase)			
		SB	B	C	K	Total	SB	B	C	K
Pre-Ciclus	63,3/Less	0	1	16	17	34	0.00	2.94	47.05	50.00qq
Ciclus I	69,59/Enough	0	10	20	4	34	0.00	29,41	58,82	11,77
Ciclus II	78,15/Good	4	23	7	0	34	11,76	67,64	20,58	10

Table 1. Average Score Test Results ability to develop folklore into a short story through the application of a scientific approach to clustering and fast writing techniques

Based on Table 1, it can be seen an increase in the average value and frequency distribution of the pre-cycle, cycle I, and cycle II results of students' scientific writing skills test. The average score of the students 'scientific writing skills test at the pre-cycle stage was 63.3 with the frequency distribution of the results of the students' scientific writing skills writing categorized as very good, no good category only 1 student or 2.94%, enough categories amounted to 16 students or 47.05%, and the results of student tests included in the category of less as many as 17 students or 50% of the results of tests of writing skills of scientific papers students in the pre-cycle stage included in the category of less, because more than 50% of students of class X MIPA I are less skilled in developing folklore into short stories.

To improve skills to develop folklore into short stories, effective actions need to be taken so that the results of the skills test to develop folklore into short stories of students in the pre-cycle stage can be improved. After taking action in the first cycle using a scientific approach with clustering and fast writing techniques, it can be seen the results of the scientific writing skills test of the first cycle students in Table 1 which shows an improvement over the pre-cycle stage. The average value of a student's scientific writing skills test in the first cycle stage was 69.59 with the frequency distribution of students whose scientific writing skills test results were in the excellent category, none, good category increased to 10 students, in the category enough on the cycle action I students who got good grades increased to 9 people from pre-cycle actions where there was only 1 student who got good grades, while there was an increase of 4 students who got enough grades in the first cycle from the pre-cycle stage. In the first cycle stage, there was an increase in the scores obtained by students in the less category, which in the pre-cycle there were 17 students or with a percentage of 50.00%.

The average scores obtained by students in learning to develop folklore into a short story using a scientific approach with clustering and fast writing techniques in students in class X MIPA I of SMA Negeri 1 Watansoppeng has not yet reached the classical value of students' mastery learning by 75 so action needs to be taken to improve student learning outcomes in developing folklore into short stories. The next action taken in cycle II is learning to develop folklore into a short story through a scientific approach with a clustering technique and a scientific approach to fast writing. Based on Table 4.1, it can be seen an increase in test results, namely learning to develop folklore into short stories from the pre-cycle, cycle II, and cycle II stages.

Based on the average test scores of students' scientific writing skills, the average value in cycle II was 78.15 with a very good frequency distribution in the category of 4 students or 11.76%, in either category the pre-cycle and cycle I stages increased by 23 students or 67.64%,

students who are categorized as sufficient amounted to 7 students or 20.58%, the number of students who are in the lacking category is no longer there.

Based on the ability to develop folklore into students' short stories through the application of scientific approaches with clustering and fast writing techniques in cycle I and cycle II, each aspect has increased in the results of tests of the ability to develop folklore into short stories through the application of a scientific approach with clustering and fast writing techniques from the stage preciclus, cycle I and cycle II.

Based on the ability to develop folklore into students' short stories through the application of scientific approaches with clustering and fast writing techniques in cycle I and cycle II, each aspect has increased in the results of tests of the ability to develop folklore into short stories through the application of a scientific approach with clustering and fast writing techniques from the stage preciclus, cycle I and cycle II. Improving the results of tests of the ability to develop folklore into short stories through the application of a scientific approach to the technique of clustering and fast writing of students from cycle I and cycle II in each aspect is shown in the following table.

Assesments Aspect	Average score		Increasing	Persentase
Suitability of theme and content	11,88	13,88	2	16,84
Mandate	11,03	11,90	0,87	7,94
Background	8,45	9,00	0,55	6,51
plot	10,75	10,93	0,18	1,63
Characterization	8,25	8,75	0,50	6,06
Language style	8,23	9,80	1,57	19,15
Point of view	8,03	9,40	1,37	17,13

Table 2. Increased ability to develop folktales into short stories through the application of a scientific approach to clustering and fastwriting techniques

Data Table 2 shows that each aspect of writing scientific papers in cycle I and cycle II has increased. The increase occurred in all, the first aspect of writing short stories based on the suitability of the theme and content with an increase of 16.84%, the compatibility of the mandate with the contents of the story experienced an increase of 7.94%, the suitability of background writing had increased by 6.51%, the suitability of the writing of the flow experienced an increase of 1.63%, conformity of characterization with the contents of the story increased by 6.06%, writing and meaning of language style according to the contents of the story experienced the highest increase of 19.15% conformity of viewpoints increased by 17.13%.

D. Conclusion

From the results of the research and discussion it can be concluded that the application of a scientific approach to the technique of clustering and fastwriting of students in SMA Negeri 1 Watansoppeng can improve student learning outcomes in the material development of folklore into short stories. This is indicated by the results of student learning tests on the material development of folklore into short stories that have increased in the pre-cycle stage with an average percentage score of 63.3%, the first cycle with an average value of 69.8%, and the second cycle with a percentage an average value of 78.15.

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